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PROBES. A SEARCH FOR UNIQUENESS OF THE COMMUNITY COLLEGE.
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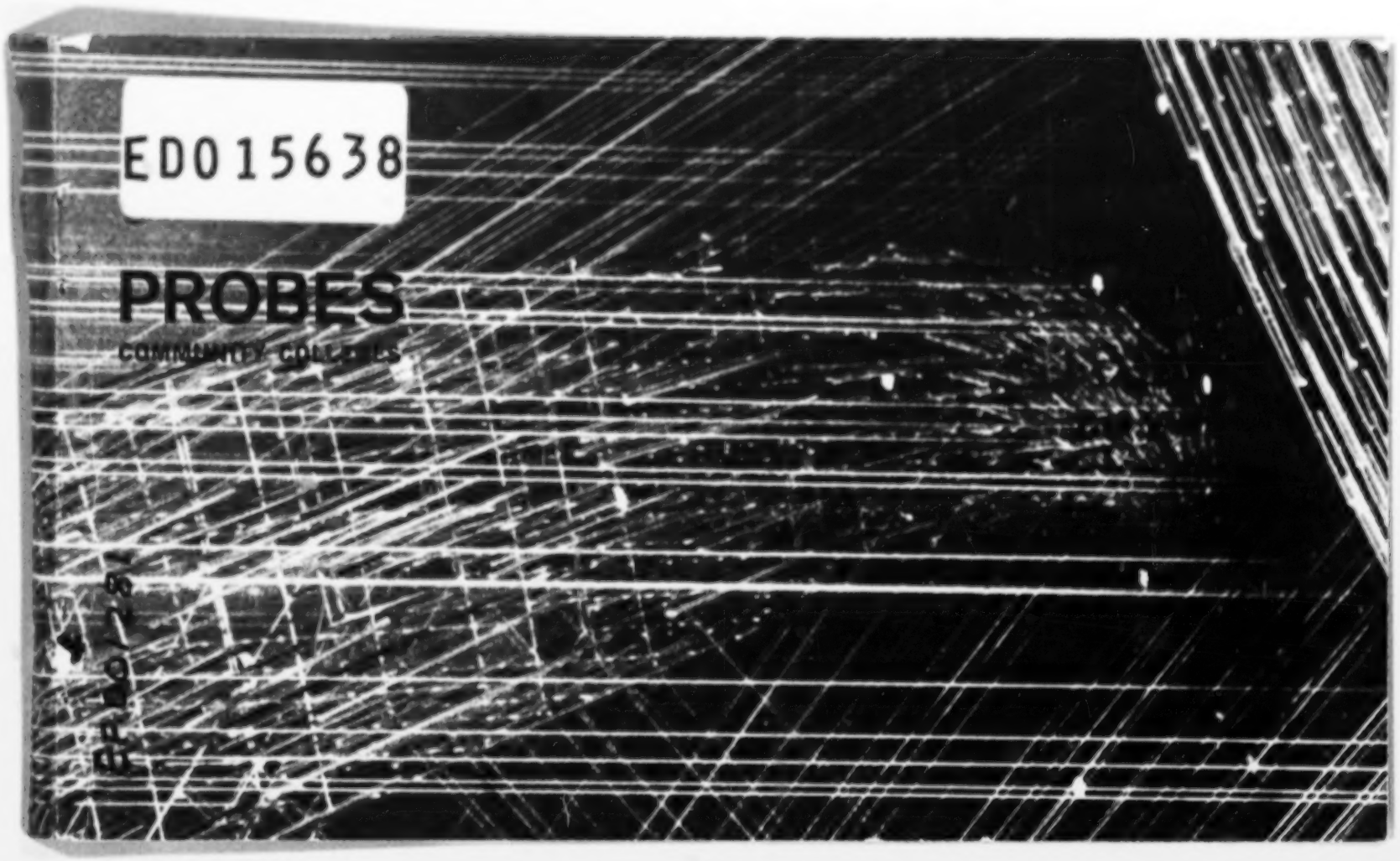
A COLLECTION OF STATEMENTS CONCERNING FUNDAMENTAL FUNCTIONS WHICH DISTINGUISH THE COMMUNITY COLLEGE FROM THE HIGH SCHOOL OR THE UNIVERSITY IS PRESENTED. THE UNIQUE NATURE OF THE COMMUNITY COLLEGE, ITS EDUCATIONAL ROLE, AND THE COLLEGE TO COMMUNITY RELATIONSHIPS ARE DISCUSSED AND ARCHITECTURAL IMPLICATIONS SUGGESTED. SUCH AREAS AS THE COMMUNITY COLLEGE STUDENT, A HOUSE PLAN COLLEGE, THE COMMUNITY ACCENT, THE PROFIT MAKING CAMPUS, AN AIRPORT COLLEGE AND THE SHOPPING CENTER COLLEGE ARE BRIEFLY DISCUSSED. WHILE SPECIFIC GUIDELINES ARE NOT PROVIDED, THE IDEAS OF HOW THE COMMUNITY COLLEGE MAY RELATE TO THE COMMUNITY AND THE FORM THE COLLEGE MAY TAKE, ARE OF INTEREST. COPIES OF THIS PUBLICATION MAY ALSO BE OBTAINED FROM CAUDILL, ROWLETT, SCOTT, 3636 RICHMOND AVENUE, HOUSTON, TEXAS, 77027. (BM)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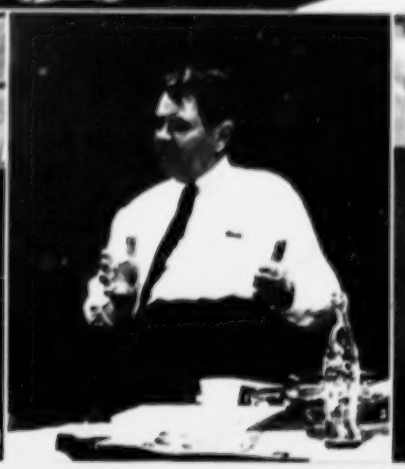

PROBES A SEARCH FOR UNIQUENESS OF THE COMMUNITY COLLEGE

INVESTIGATION 14 CAUDILL ROWLETT SCOTT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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The community college is as American as apple pie. It came out of the Middle West at the turn of this century and is now affecting the lives of our people in every section of the country. More and more it is becoming one of the most important elements of our educational structure. This generation depends upon it as much as the last generation depended upon the high school. It can mean some college education for almost everybody, not only for youngsters just out of high school. The community college belongs to everybody in the community.

Dr. Edmund Gleazer, Executive Director of the American

Association of Junior Colleges, tells us that we can expect about 500 new community colleges in the next ten years. Administrators in increasing numbers are asking for guidance in the development of new plans. The AAJC is responding with the establishment of the Facilities Information Service[1] funded by a grant from Educational Facilities Laboratories. This report is an effort to assist the Facilities Information Service and to generate ideas.

We all know we have something here—this new kind of college. The community college is the new energy of

education. Inevitably, new forms will emerge. There will have to be community colleges of all sizes and shapes. The mystery is that these forms are so slow in coming. We wonder why. We suspect that familiarity with and sentimentality for old educational forms are delaying us. Community colleges, educationally and architecturally, are too often blown-up high schools or watered-down universities. To develop logical new forms, we shall have to discover the uniqueness of the community college. When we do, we can then make America's greatest potential learning machine take a truly functional shape without the imposed limitations of borrowed form.

Many years ago my partners and I discussed the need for creative investigation. We knew some group had to probe for those fundamentals which distinguish the community college from the high school and the university in order to give it an identity of its own.

This search for uniqueness became a reality during a seminar CRS had in Houston in October, 1965. We invited people whose clear thoughts might penetrate those foggy areas which limit our vision of what a community college really should look like. These people were Ed Gleazer; Edward Simonsen, President of Bakersfield College,

California; Jonathan King, who is on top of things in his position with the Educational Facilities Laboratories; and Charles Schorre, well-known artist and professor at Rice University. We also included some of the most experienced people and innovators of our own team.

Our probing will not go down in history as another Gemini flight. But we dug deep into the very essence of what a community college should be.

Ten of us spent eleven hours at the task. Each assumed the role of a specific student with a particular back-

ground. This socio-drama allowed us to characterize many different kinds of people who will go to community colleges, and to discover what they believe the colleges should be like. We probed for generic quality.

Our distinguished visitors gave off the sparks to probe in many directions. After they left us, we did some more probing. We present some of the ideas here in the hope that they might also provide a stimulus for others who are concerned with the planning and development of community colleges.

Our thanks to the consultant visitors for their time and enthusiasm. Some of the probes will be surprises to them. But the biggest surprise will be that we finally produced this record. Some of the probes concern educational concepts which have architectural implications. Others are ideas. Some, way out. But all touch reality.

James M. Hughes

James M. Hughes, AIA
Community College Specialist
Caudill Rowlett Scott

[9]A project of Rice University, School of Architecture, 1966, graduate class under Professor Paul Kennon.

[10]New York City Public Schools, at this writing, have six "air rights" school sites. A recent newspaper account stated the Highway Department is seriously considering granting air rights over intersections.

[11]Plans are nearing completion for the Bronx Community College, City University of New York, which has air rights to build over one of the subway yards.

[12]According to Dr. Eugene Hult, Superintendent of Design, Construction and Physical Plant, the Office of School Buildings in New York City has plans for high-rise schoolhouses combined with rentable apartments and offices. The rent pays for the education space. Dr. Millard Roberts of Parsons College thinks in terms of the seven-year amortized college.

[13]North Orange County Community College in Southern California is contemplating a partial bi-level campus arrangement and a drive-in lecture hall.

[14]Refer to Investigation No. 11 by W. W. Caudill, December 1964, publication of Caudill Rowlett Scott, for explanation of educational node.

[15]Mills College in Manhattan has a contract with a well-known restaurant across the street to allow its students to eat regular meals through a credit card arrangement.

FOOTNOTES

[1]Bob H. Reed, campus planner on leave from Caudill Rowlett Scott, heads the AAJC Facilities Information Service.

[2]Many colleges, including Seattle Community College, accept qualified non-high school graduates, according to its president, Ed K. Erickson.

[3]Dr. Harold Gores, President, Educational Facilities Laboratories, Inc., made this statement at the Inner City Community College Seminar, Dallas, Texas, December 15, 1966, conducted by the American Association of Junior Colleges and funded by a grant from EFL.

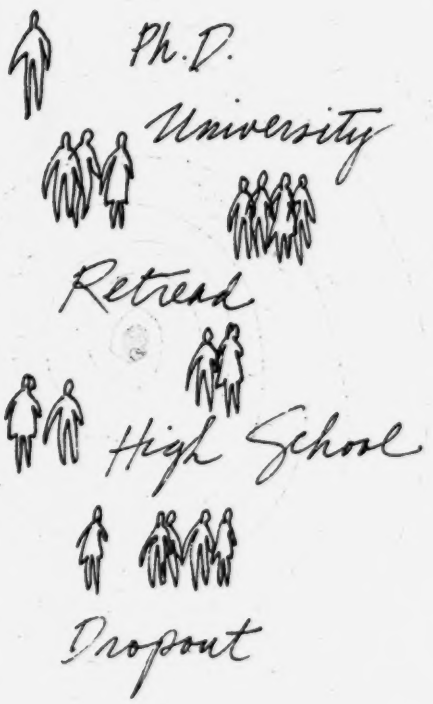
[4]The Oakland Community College in Bloomfield Hills, Michigan, under the leadership of Dr. John E. Tirrell, is pioneering in individualized curriculum and is now building colleges of carrels.

[5]Princeton has dining clubs and Rice has colleges that bear similarity to the proposed House plan.

PROBES

THE SURROUNDER COLLEGE

Our search for uniqueness should begin with this thought: The community college is a surrounder college. A community college is not a "tweener"—between the high school and the university, as the junior high is between the elementary and the high school. Its realm of responsibility encompasses an even greater area than the university. It surrounds just about everybody. It reaches down to the high school dropouts[2] who find they have a delayed-action desire for education. It reaches up to the Ph.D. who needs more education—like a course in the History of Latin America—before he accepts a South American assignment. It reaches out to the retreads who must change vocation five or six times during their lifetimes. It touches everyone. One prominent educator said, "A community college will do whatever needs to be done that is not being done or is being done badly by other institutions." Quite a challenge. And it takes a lot of imagination. The surrounder college kind of thinking opens the vise that restricts the imagination.


Ph.D.
University
Retread
High School
Dropout

THE DIVERSIFIED STUDENT BODY

Harold Gores said, "The school building built only for children is sociologically obsolete."[3]

Look who we serve! Certainly not just the youngster fresh out of high school. We have the most diversified student body one can imagine: University-bound students, industry-bound students, brilliant, young, but immature students not quite ready for the state university, young, mature, but academically slow starting students, the adult technician who needs a retread, the para-professional, the university graduate who needs still more education, the oldster who has a young mind, and so on. Consider, too, the disadvantaged inner city students from impoverished families. Superimpose on this diversity the fact that some of the students will be on a work-study schedule, and the picture becomes even more complex. The ten percent student who works most of the time is a hard one to cope with. The most comprehensive of comprehensive high schools do not have this great spread. Our students are poles apart. Our problem—to unify a diversified student body—unquestionably will be difficult to solve, but when we find the answer we will find a distinguishable educational-architectural form that expresses the community college uniqueness. We need to probe deep in this direction.

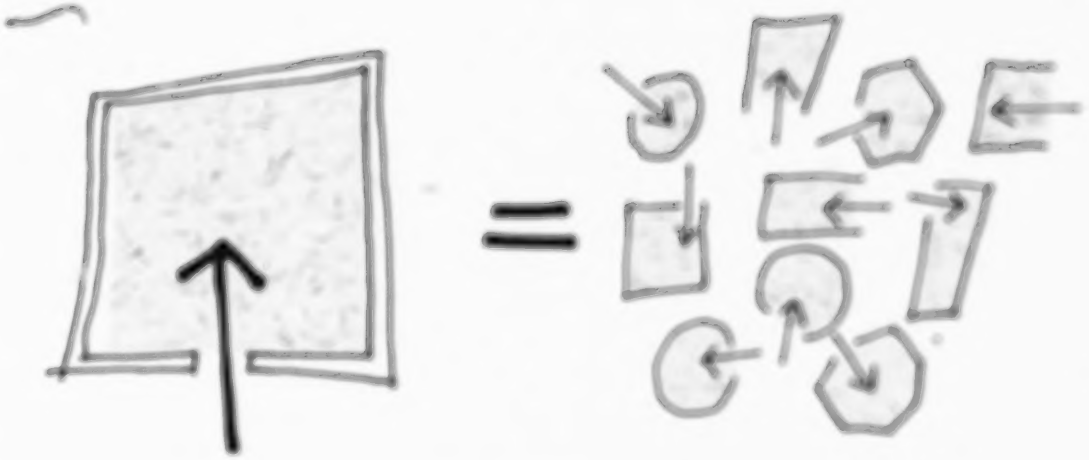
high school dropout
teacher
50% student
university prep
mother
technician
10% student
homemaker
Ph.D.

A COLLEGE OF CARRELS

A college of carrels! There is a direction to probe! Everyone talks about and does very little about the individualized curriculum. Because of the extreme diversity of the student body, the community college has been forced to develop completely different forms of education. The three track system—a track for those who are going on to the university, a track for those who will go into industry or serve as para-professionals, and a track for those who will terminate their formal education after two years of college—is a simplism. Thoughtful educators know this. They know that there should not be just three tracks. There should be a track for every student. There has been conceived and put in operation a nearly pure form of the individualized curriculum[4]—the manifestation of a college of carrels, a place where a student can come and go on his own time and proceed toward maximum development at his own rate of speed. This needs deeper probing, but we are definitely headed in the right direction, thanks to a few highly creative community college educators.

THE 10 FOR 1 HOUSE PLAN

The full-time student has no place to go when he is not in class. No fraternity house, generally, and no dormitory. Yet the social development of the community college student is even more important than the university student. What is the best educational and sociological group size, and what organizational structure can hold the group together? Consider a college of 10,000. Let's sub-divide the big college into ten smaller, social-dining-athletic houses, each with its own organization.[5] We might give them such names as Jefferson House, Kennedy House, or Washington House. Here would be the place where the members of the school would eat, relax and get some exercise together in small groups. Perhaps each house would have its own swimming pool, and its own recreation-exercise room as well as its own dining room. Each house might have its own judo team, swimming team, tennis team, and debating team. The house might also be equipped with a quiet study lounge to take the overflow of the library. A trained guidance person would serve as the master of each house. Every full or part time student would be a part of a social group. He would have a home away from home. A familiar place to eat. The opportunity of social and physical development. A place to study. He would be identified with his group and have a sense of belonging.

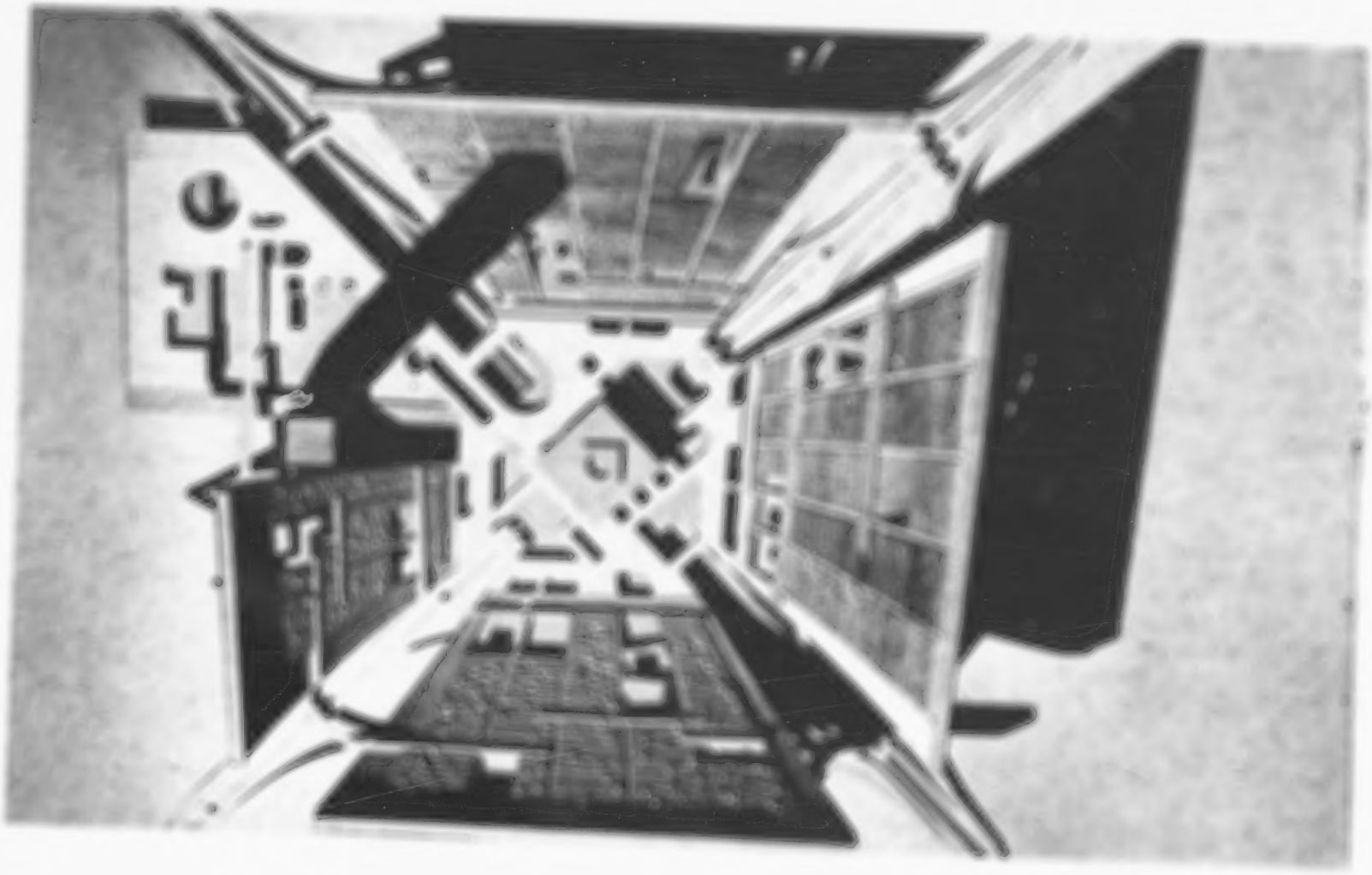


THE COMMUNITY ACCENT

We are not quite sure "community college" is the right name, but it is better than the misnomer "junior college." The college we are concerned with is not a *junior* of anything. It's one of the most important areas of higher education and unique to the world. It has sprung from the grass roots. It is run primarily with local taxes by local authority. It is a social instrument for community improvement, in one sense. Why not build a no-wall college—physically, sociologically, economically, culturally and politically? Make the college and community synonymous—a completely integrated oneness. Then education is for real. The town and gown fights will be bygones. There will be no ghetton. No "across the tracks." No impregnable ivy covered walls. No untouchable Board of Trustees. Community life and education will mesh. Bond issues for colleges will not fail because the majority preferred more sewer lines. Education will be a necessity, not a frill—for education is for, by, and of the community. But even more important, we must believe that the community college is emerging from the urban chaos as a social institution, and that we are not just in the business of education. Perhaps here is another uniqueness. Social reform is our responsibility because our kind of college touches everyone. The community college has the accent on the first word. If "no man is an island," then most certainly "no community college is an island." Educational needs cannot be separated from social needs.

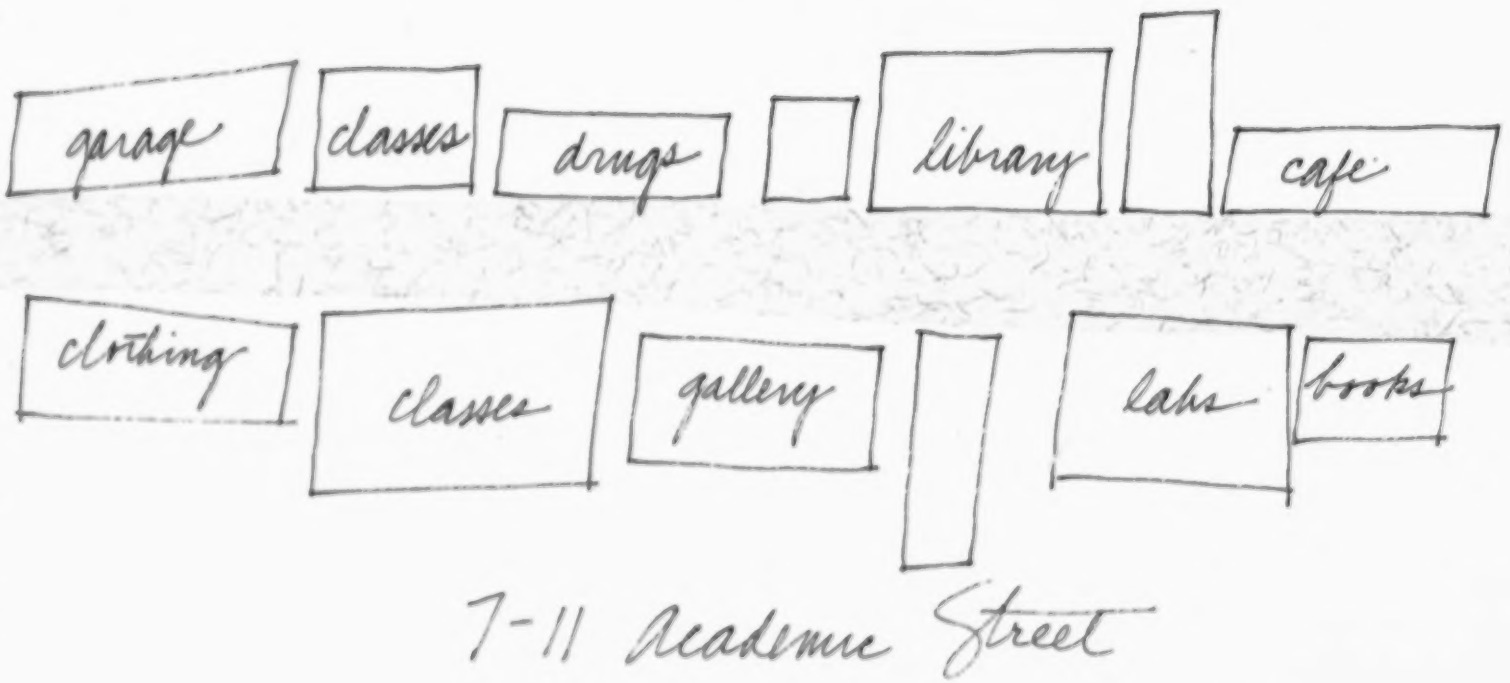
NEW EDUCATIONAL FORMS FOR NEW TOWNS

New functions require new forms. The community college is new. It is an American invention created to do specific educational tasks that no other institutions can do. It is particularly applicable to new towns where new concepts of education are needed. For the moment let's consider a new town.[8] Refer to the photographic conception of what it will look like. The new town is for 15,000 people. Essentially it's one building—built over the intersection of two major highways.[9] Look closely and you can see that two great freeways flow under and through the megaform—an architectural answer to urbanization. If you look closely you will see a car and will grasp the great scale. The center mass is a community college. The new town has education as its core. Education is not only for the new life, it is the new life. Most everyone goes to school. And can walk. They live in the school, so to speak. Here is the community college in the pure form—a people's college where people live. Too far out? We don't think so. This nation's educational building spaces will have to be doubled in only two decades. We need to do mega-thinking.[9] Chances are that there will be new college-centered towns of this sort in the not-too-distant future.



MONEY MAKING CAMPUS

A money-making campus? It's been attempted before.[9] All hospitals are not charity hospitals. There are profitable private schools and colleges. Just because ours is community-owned doesn't necessarily mean we should not probe into the possibility of money-making facilities or even a self-amortizing campus. The way things look now, we will not only have a 7 to 11 institution, but a 7-day-a-week college. So why not have Main Street on the campus—a 7 to 11 academic street, if you please, on which shops intermingle with the classrooms? We might even have a nursery on 7-11 Street so the mothers can go next door to attend class. Let's put in a profitable parking garage. Let's rent space for drugstores, clothing stores, book stores, cafes, galleries, music stores, theaters, art supplies, filling stations, auto repair shops—even space for a small electronic industry. Some might well serve as learning spaces. Provide rent-a-carrels in the library for any citizen, enrolled or not, who wants a private place to study. Provide rentable individual spaces in the shops for people who do not have a garage or attic in which to build their boats or make their hi-fi sets. Have a lease-a-locker setup in the gym. Even have saunas for a fee. Roomettes in the library could make it a 24-hour operation. Have a first class repertory theater on the campus. We could have a professional building for the convenience of students who need medical, psychological, or legal services. Market square cum campus has possibilities.



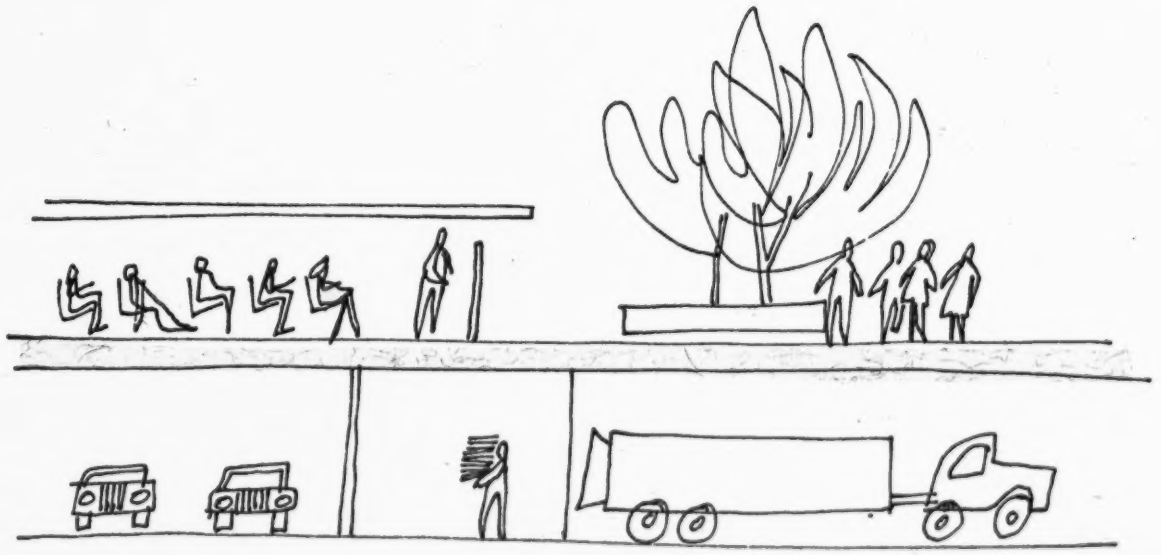
7-11 Academic Street

THE COMMUTER COLLEGE CONCEPT

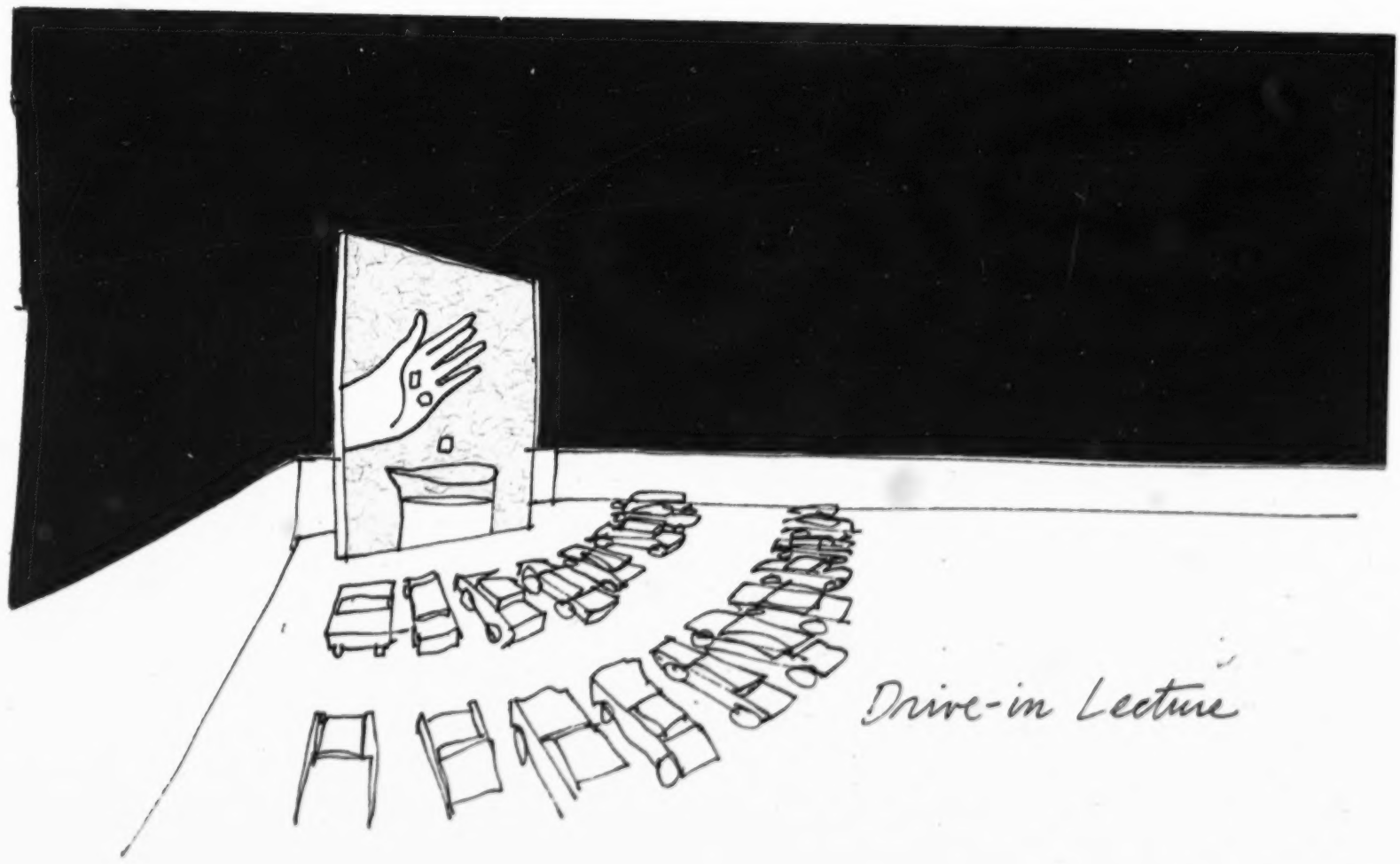
Let's face it: Cars are here to stay. We can't choose to ignore them. And what would the community colleges do without them? By concept the community college is a commuters' college. So let's get friendly with these four-wheel monsters, and see what we can come up with.

Why wouldn't it be feasible to build an enormous pyramidal parking garage—literally a mountain of stacked niches for vehicles—then cover this giant pile of parked VW's and Chevys with handsome architectural boxes for classes, seminars, and individual study? One could drive his car up to the 22nd story and park next to his French classroom. And what an impressive campus this would make—a space age cliff city for the academicians! Build one of these in Kansas and it would be the highest mountain in the state. Consider drive-in lecture halls. One is being planned now.[10] It will work. The same district has a 4,000-member drive-in church. Try a bi-level campus—one level for the cars and one level for the people. Here one can drive under his classroom and go up to learn. Make the car, the college man's best friend, also the friend of the college administrator, who now breaks out in a sweat at the thought of trying to park them.

Car Mountain



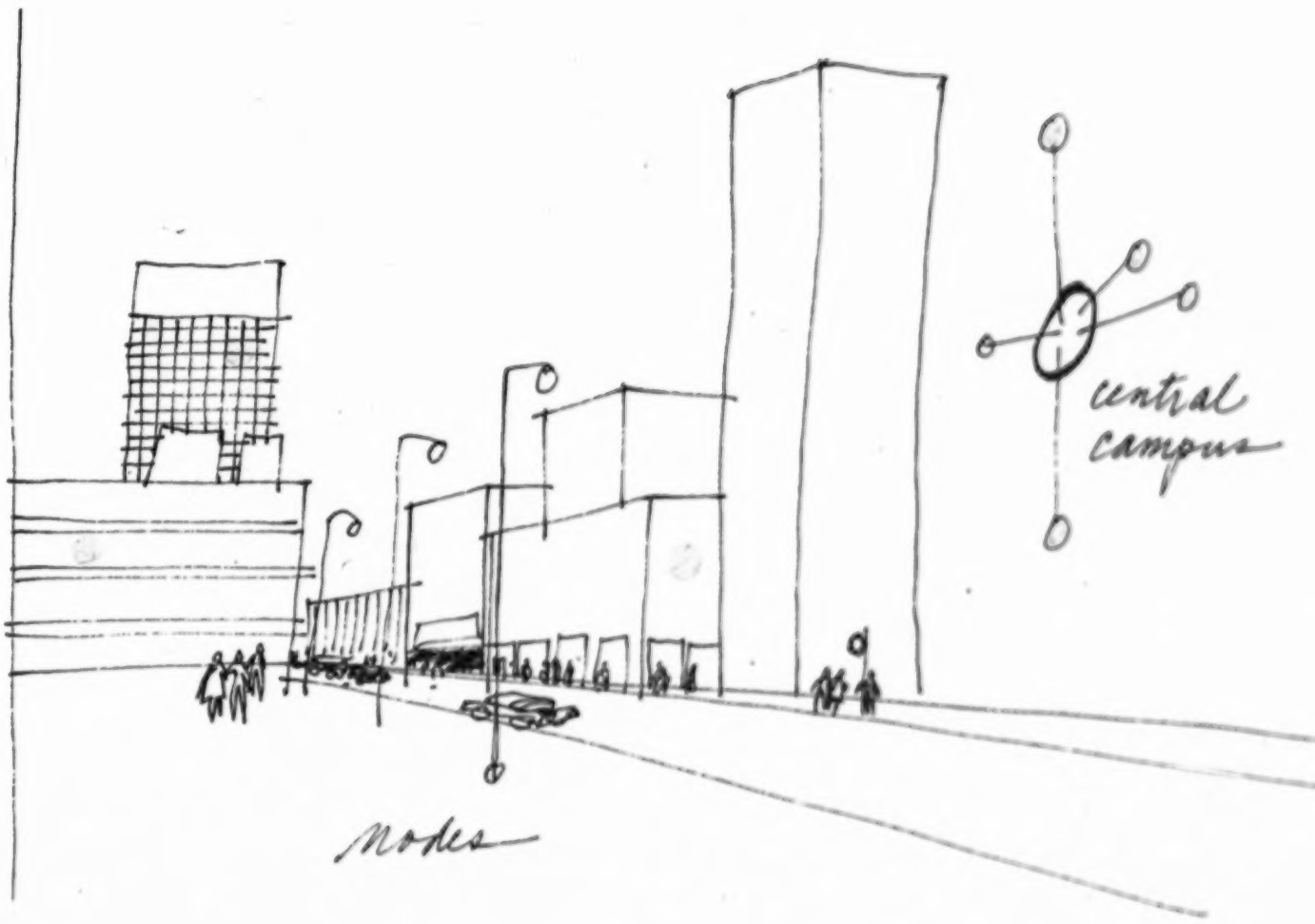
Bi-Level Campus



Drive-in Lecture

NODES —EDUCATIONAL SERVICE STATIONS

A college is a campus: When we think like this we confuse facilities with college program. Consider a campus-less college just to stay loose. Don't build a campus at all. Put the teaching areas in existing facilities. We might follow the concept of the educational node[11] where education is considered as necessary service obtainable in almost any place. The nodes would be available like service stations throughout the city, located in stores, office buildings, hospitals, mental health centers, factories, senior citizen communities, housing units, and air terminals. Perhaps building codes should require every building to have some public educational space. Let's have a Node Code. Make provision to have learning stations everywhere. If a man has an hour before his flight to Lima, he can go into the educational node operated by the community college at the airport and bone up on his Spanish. During the lunch hour a law clerk in one of the office buildings in the center of the city, who is studying business management, can hop an elevator from the 48th floor where he works, down to the 19th floor where the educational node is located. Since a great number of nodes are downtown, the business district is alive with young college people who buy their supplies there and eat most of their meals in the local cafes.[12] Dispersing the community college facilities throughout a dying downtown would certainly give vitality to the business district day and night. A college without a campus is worth thinking about—if for no other reason than to open our thinking so we can conceive better ways to house the college.


central campus
nodes

THE SHOPPING CENTER CAMPUS

Build an educational shopping center—this is another direction to probe. The thought may be rather revolting to educators who abhor these so-called cafeteria line curricula where the students pick what they want, not what they need. But the community college is no high school. We are dealing with mature students, most of whom have the judgment to select the right courses. The community college must provide for the taxi cab driver who has a keen desire to learn philosophy. It must provide for the retired mother whose children are married and who wishes to continue her educational pursuits. It must take care of the serious young man who just graduated from high school but must work and live at home so that he can save his money for law school. The community college, in one way of thinking, is for people who need a great variety of learning experiences—a "to each his own" kind of education. So the shopping center idea makes a great deal of sense. The proposal across the page is an architectural translation of this idea.[9] It is a college conceived as a series of educational markets under one giant pavilion, designed for a mild climate. Some of the learning areas under the big umbrella are unheated, but have protective screens against excessive wind, for visual privacy, and for protection of equipment. However, the same concept could apply to a cold weather situation. Cars are parked underneath the podium for the come-and-go education shoppers.

THE AIRPORT COLLEGE

Isolation behind hallowed walls may be all right for some colleges, but not for the community college. It's a people's college. It must be accessible to people and people to it. We shall be building 33 colleges a year for the next ten years. Some of these new community colleges will have to be built in rather isolated, rural areas or in small cities distant from the large metropolitan areas. How can these new colleges be in the thick of things? Here is a direction in which we might probe: Build an airport college. Put the runways in the middle of the campus. Let the commuters who live 100 or so miles from the college commute by air-bus or private plane. But even more important, have two or three college-owned planes available for classes of students to travel to the metropolitan area. These could be maintained by the aeronautical technology students. These flying classrooms could put colleges in the remotest areas in touch with industrial, cultural, and political learning centers of the nation.

AN ENDLESS CAMPUS

The multi-campus idea is a good one. A number of districts have three or four colleges, and have plans for more. But is decentralization the only course open? Why not probe the concept of one enormous, endless campus*—one designed for an ever increasing enrollment? Build the buildings on one line. Put at one end a great terminal—a collection point for all lines of transportation—rapid transit, trains, buses, helicopters, or cars. Let the other end keep moving, year by year. From the terminal the student gets on a shuttle, not unlike the one from Times Square to Grand Central Station in New York, and he can arrive at almost any building in short order. The shuttle continues unloading its passengers until it comes to the temporary turn-around, and it's

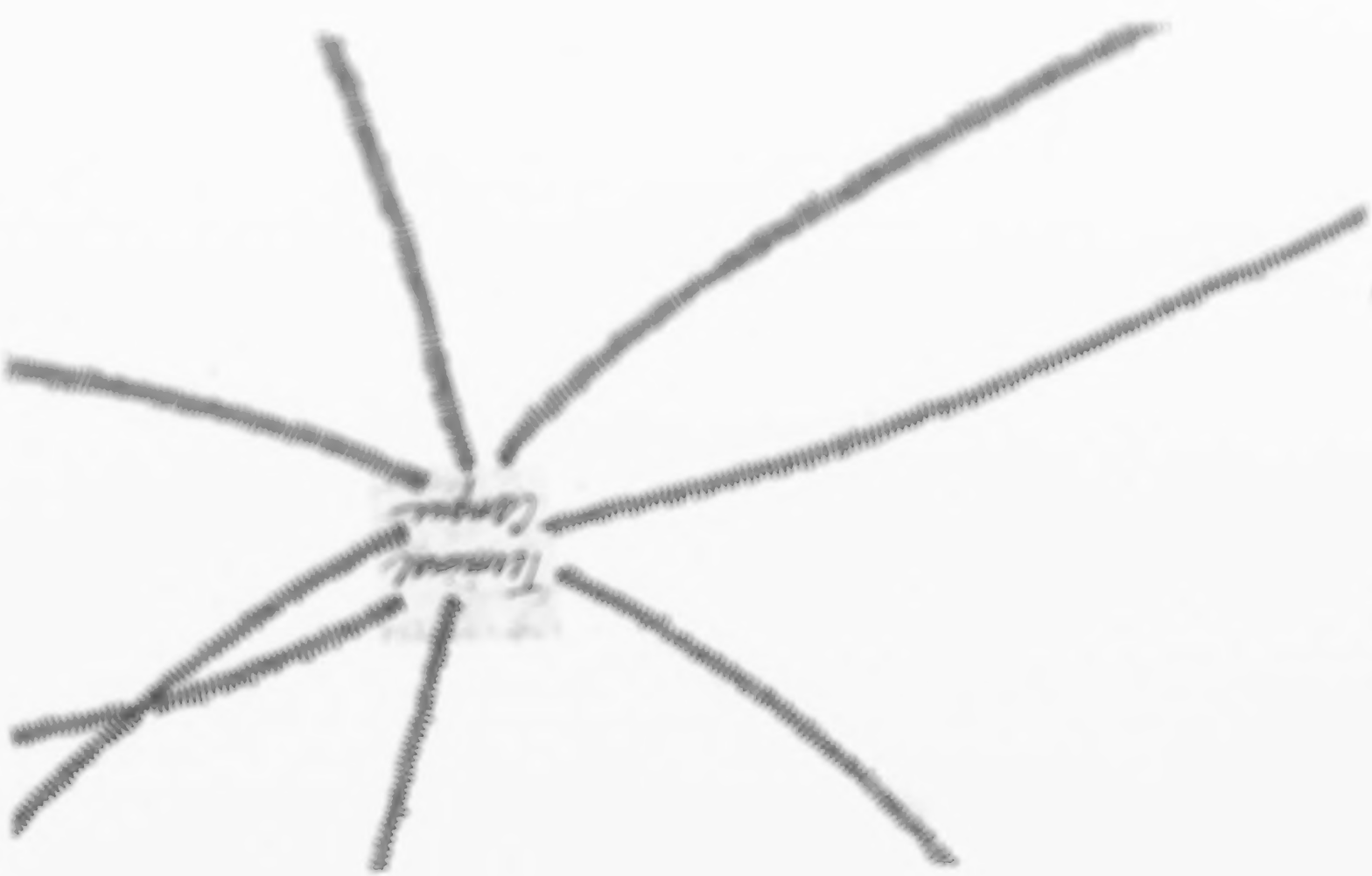
on its way back to the terminal, picking up and distributing the education customers. Note we said "temporary turn-around." Here's the key: As the enrollment increases, the campus moves out and the point of the turn-around is simply extended. The architectural form is continuous. Let the linear college weave in and out of the city through the business district, through the ghetto, and through the silk stocking districts. Let it give unity to diversity. The campus might reach out two or three miles, or completely circle the inner city. Foresighted educators have already purchased the educational right-of-way—only a 300-foot width is necessary. An endless campus, ever growing in an educational right-of-way, is not as farfetched as you might think.

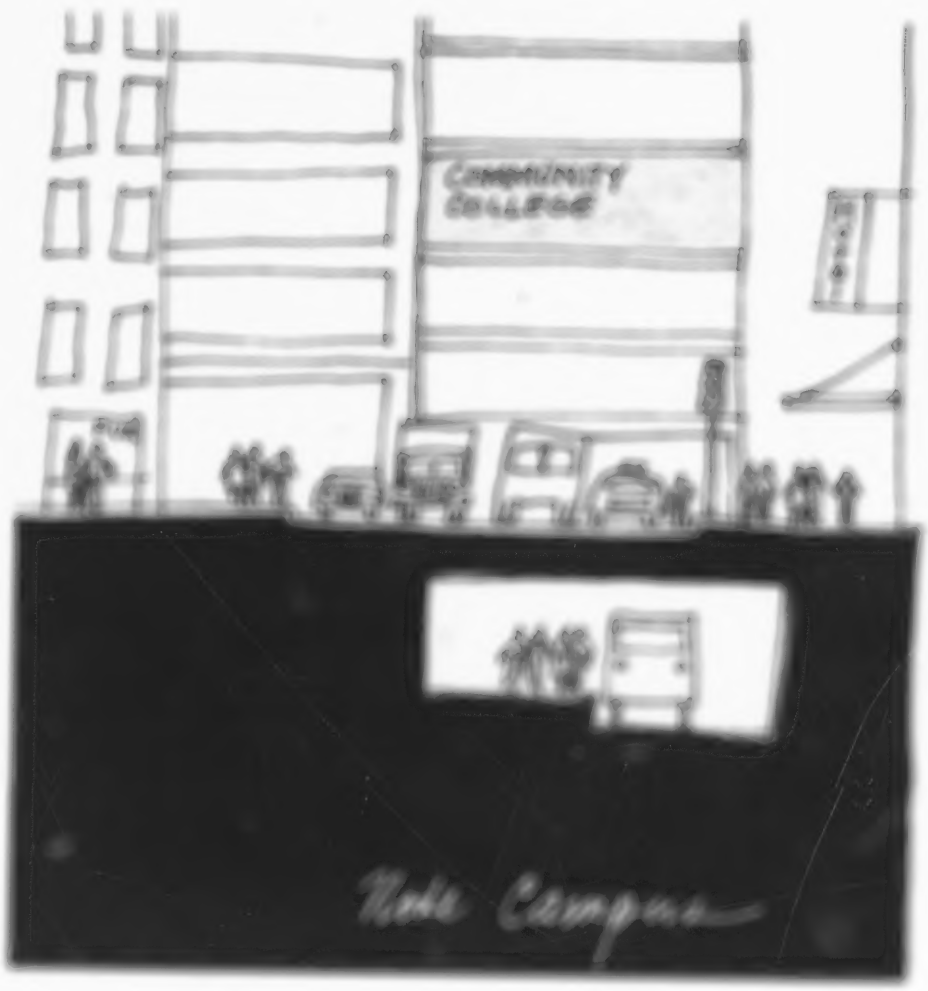
NOCTURNAL ARCHITECTURE

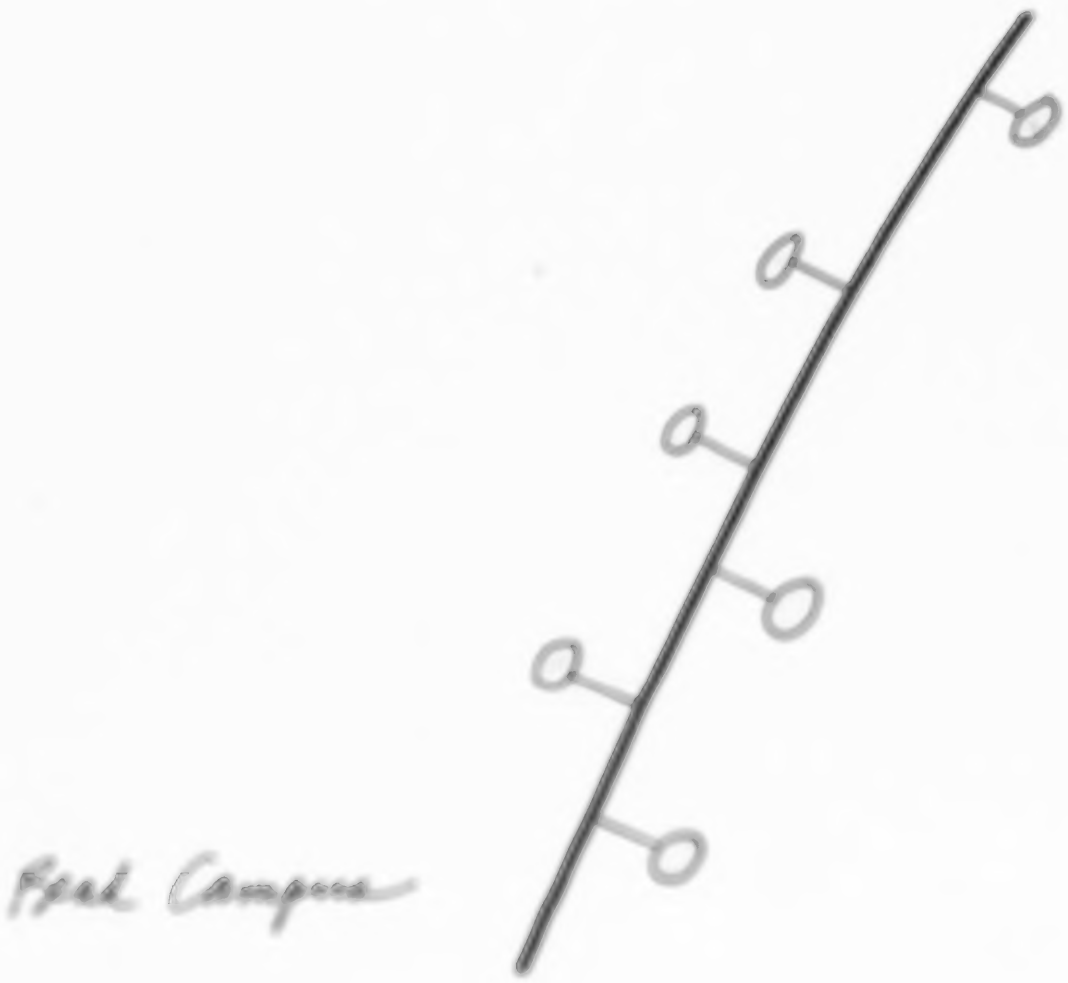
Has anyone ever produced a college campus that was designed primarily for night use? We don't know of any. The architect is generally more concerned with having the sun and sky define his forms. Most campuses at night are a sorry lot. There is no excitement. They are dark and dangerous. A campus specifically designed for night use would be something quite different. It might take on the effect of Times Square. There could be luminous walls to light pedestrian streets. There might be artificial suns and special, well-lighted street furniture. There would have to be special lighting for safety reasons. If we are going to have 7-to-11 colleges, and even 24-hour colleges, the architects must try to create a nocturnal architecture. Why not probe a night campus?

MASS MOVEMENT RECOGNIZED

Urbanization forces us to find new solutions to the ever-increasing problem of moving masses of people. Transportation lines and educational facilities might well be coterminous. Put a community college at the major rapid transit terminal. If there is no room in the thick of the city, run a fast express train to a suburban campus. But go under it so that the students can get off within a few feet of their next class. Have college facilities which infiltrate the city, not let them be educational fortresses protecting the students from community life. One way to accomplish this is to build an educational bead campus.[9] String the facilities along the rapid transit line. All the student would have to do to get from his modern language class to his sciences would be to go down the 137th Street subway and within a minute or so, ride to 116th Street educational node, without even getting wet. Another direction to probe: Build a central campus in a high density area with its own specialized educational nodes in office buildings, in stores, at the airport, and in factories. Connect the nodes with a college-owned shuttle, be it bus, train or helicopter. Take advantage of the environmental benefits of teaching fashion design in the garment district, or learning the technique of electronic circuitry in classrooms located in an industrial park, or attending class in the civic center to study government methods and procedures, or even attending a sociology class in a mobile classroom located on the site of recent social disturbances. Learn by going where things happen.




COMMUNITY COLLEGE
Mobile Campus


Foot Campus

THE ETHNIC BRIDGE

The community college is an agency for social change. It shuns no city problems. It sometimes must be built in the sociological mud simply to clean up things in the slums, even over the railroad yards. Quite often the college must be built in the decayed area of downtown to revitalize the city.[4] There seems to be no set place for locating the urban college. Put it in a ghetto and some will say it will perpetuate the ghetto. Others will say, "We can't assume a ghetto is permanent. Once you put a college in a slum area, the land around it will be too expensive to have a slum and the depressed students whom we wish to serve will have to move out." Regardless, it is the responsibility of the community college, particularly the college located in a large city, to provide the right mix—ethnic mix, intellectual mix, economic mix, and social mix. Location can help bring about the desired mix. There are three concepts about location:[5]

1) The silk stocking concept: Build the college in the silk stocking area and provide means for the students of the ghetto to "go out" to college.

2) The ghetto concept: Put the college in the ghetto. Clean up the place, restore civic pride to its people. Find means to bring in students of different ethnic background to provide the right mix.[6]

3) The bridge concept: Locate the college on the borders of a depressed area and a thriving area to serve as an ethnic-economic bridge to utilize the community. It is not so much what you do. It's how you do it.

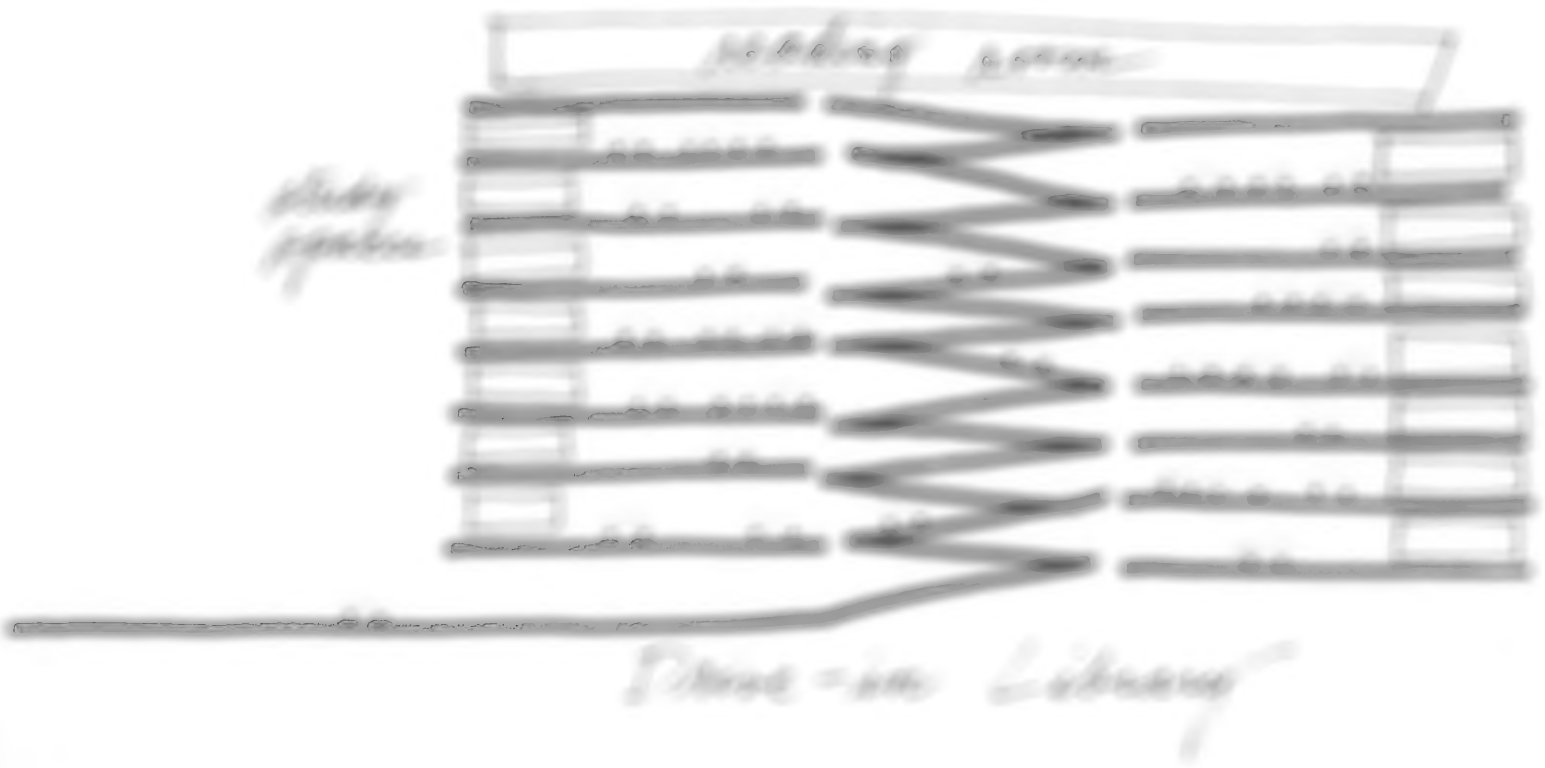
THE VOC-TECH HUB

It is about time the vocational-technical students are recognized as highly important members of our college society. Instead of stigmatizing them by hiding their shops and technical labs in far corners of the campus, let's put their facilities in the center of things. These students, as much as the academicians, must feel that they are honest-to-goodness college students. And other people must be made to feel that the things they do are exciting to look at. Consider this second point. We remove the stigma if we locate facilities such as automobile shop, merchandising lab, electronics lab, dental technology lab, police science lab, aviation A & P shop, or fashion design lab on the main concourse of the campus. We can further emphasize voc-tech by using a lot of glass. Make these spaces frankly showrooms where one might pass by and receive instant visual education. That's what the typical merchant does. He's in the visual education business and spends thousands of dollars arranging eye-catching sets in his show windows to lure the passer-by into his store. Who knows, the voc-tech showcase might have the same effect. The program needs this kind of emphasis. Let's not neglect nor debilitate the voc-tech program. It's too important. And let's not have any "dumbbell colleges" just for the trade school people. Make our colleges comprehensive; then provide voc-tech hubs where people can see what is going on.

[illegible]

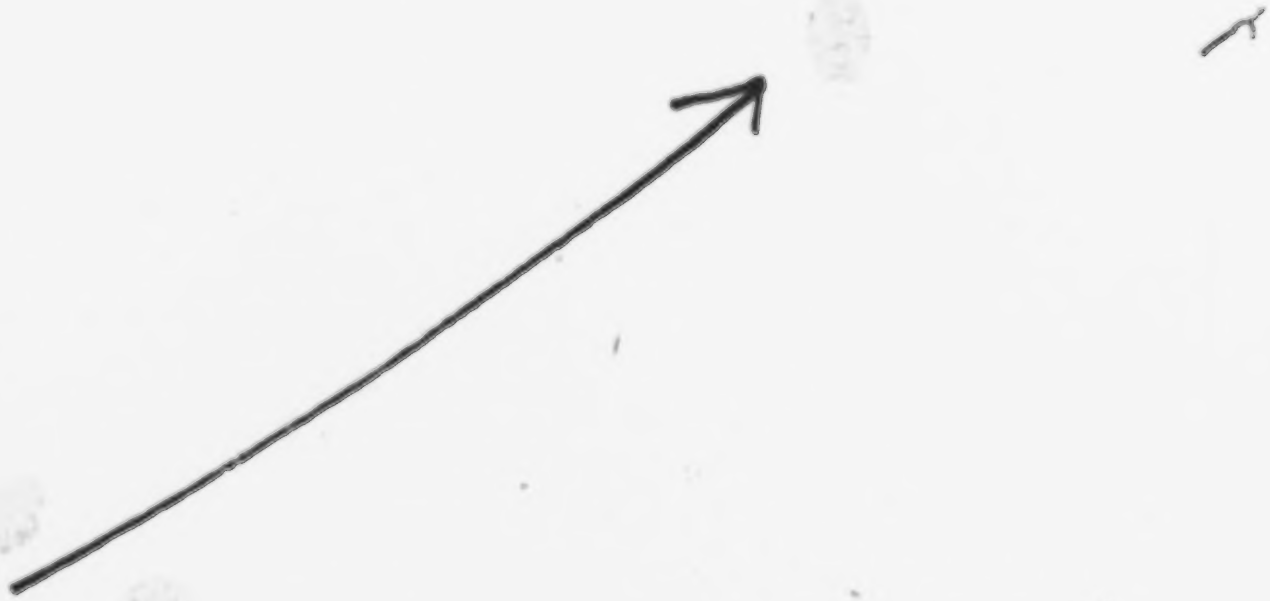
NEW KIND OF LIBRARY

Library
individual study room
Library service desk
Front Entrance



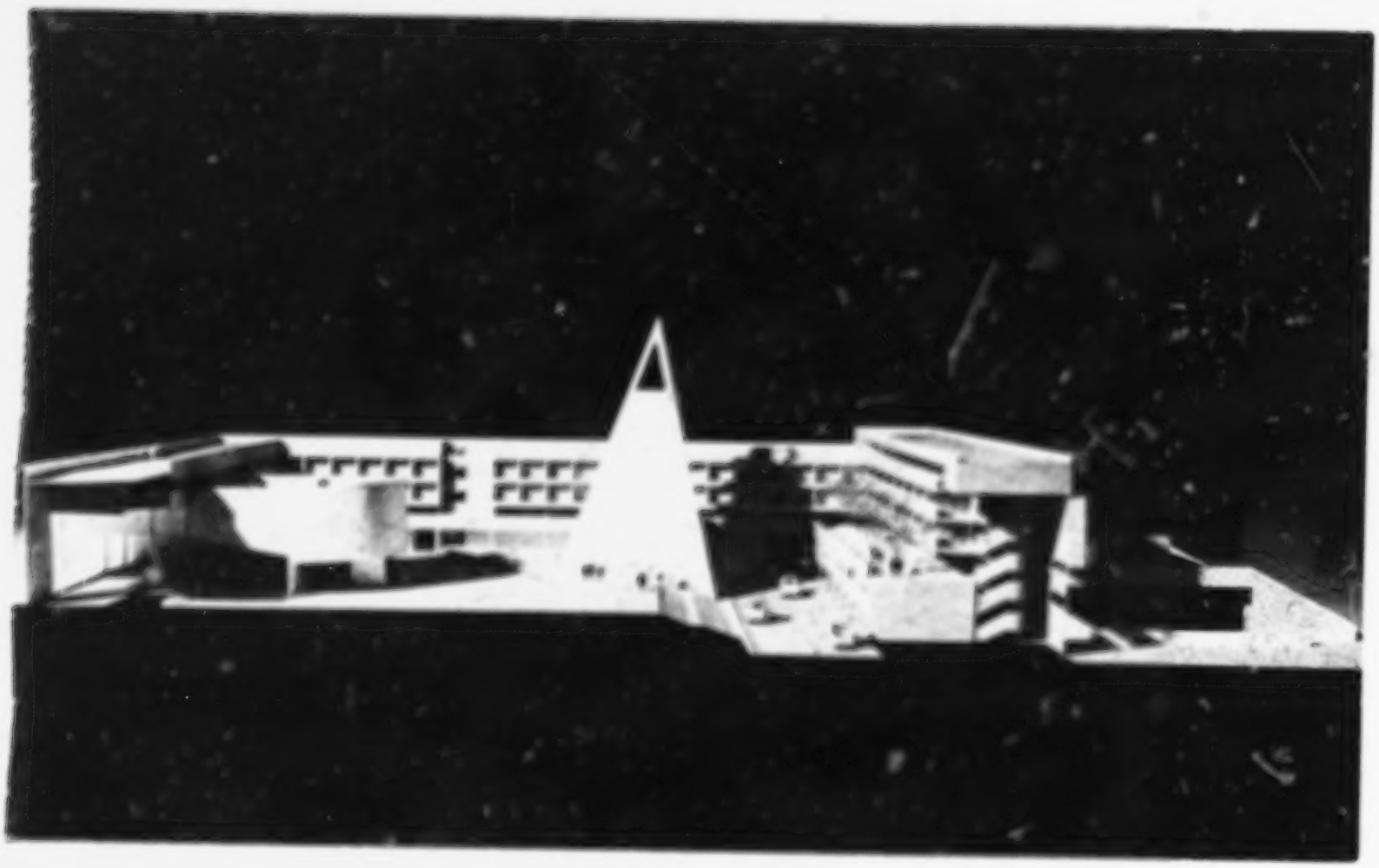
IN-RESIDENCE LIVING EXPERIENCE

Let's probe in the direction away from the commuters' college. Let's consider the community college as a place where dormitory experience is an essential part of education. Shouldn't we give the large majority of the students who don't go on to the university the experience of some in-residence living, and the opportunity of social development that goes with it? Because of extremely large districts, many community colleges will have to take on a regional aspect instead of the usual local one. A district in Northern California includes 8,000 square miles and the area is being enlarged. A district in Colorado is over 11,000 square miles. And one in Southern California draws students from all over the world. Certainly dormitories are feasible in these cases. One idea is to provide in-residence experience during the sophomore year.[21] Another idea particularly for the inner city community college might be to have one campus for transient students located away from the inner city in a beautiful mountain area or lake region.[22] Let's say in the case of this district with perhaps four campuses in the thick of the downtown area, there would be this fifth transient campus. Every student of each of the four urban campuses would go for a brief time during his two years' study—a live-in, teach-in situation at the country campus. This would assure a "tudent mix" and a live-in experience that would have great lasting educational value.



COLLEGE-COMMUNITY CENTER

Consider the idea of building a community center which is real—which does not turn its back to the city, but becomes involved in all city activities. Let the community college be a major part. Bring into the center other public agencies and institutions such as the museum, the health clinic complete with mental health facilities, welfare office, unemployment office, retraining center for those with obsolete jobs, nursery, fire station and police station with emphasis on training programs, theaters, and shopping facilities. There might even be places for a few churches. The urban college cannot stand alone. It must be involved. There must be inseparable connections among city, state, federal, and college activities if we expect the college to transform urban decay. In other words, build the community college as an integrated part of a realistic community center. When we probe in this direction, we might discover a completely new building type," not too unlike the one illustrated across the page.



[13]Design by Frank Lawyer, Partner, Caudill Rowlett Scott, during Rice University Design Fete I, published in 10 DESIGNS/COMMUNITY COLLEGES, 1962.

[14]This idea was first presented by W. W. Caudill at the Inner City Community College Seminar. Bob H. Reed directed the seminar.

[15]William Brubaker, Perkins and Will Partnership, presented a similar idea at the Inner City Community College Seminar.

[16]New York and Dallas have taken old stores and warehouses and successfully converted them into pleasant, functional learning spaces.

[17]W. W. Caudill made this comparative location analysis during the Inner City Community College Seminar. The "mix" idea was discussed in some detail.

[18]Los Angeles City College solves this problem by encouraging foreign and out of state students.

[19]Idea submitted by Herbert F. LaGrone, Dean, School of Education, Texas Christian University.

[20]A Harold Gores suggestion.

[21]This idea was proposed by Dr. Edward Simonsen, President, Bakersfield College, Bakersfield, California.

[33]John W. Dunn said the Peralta District, Oakland, California, was considering a similar proposal to build another college in the mountains, 200 miles from the city.

[37]This idea is from the Community Facilities Program in Chile. Under a grant of the Ford Foundation, initial planning steps were taken by Rice University, Harvard, and Caudill Rowlett Scott. Refer to publication of Rice entitled ARCHITECTURE AT RICE 17: Población Almirante Gomez Carreño, by Andrew Belschner, February 1966.

CREDITS

The CRS Team that prepared the Investigation No. 14 text consisted of James Hughes, Bob H. Reed, Julian Fisher, Jan Talbot and William W. Caudill. Sketches, cover and book composition are by Andrew Belschner. Outside cover photo by Bert Brandt. Inside cover photos by Geoffrey Winningham, others inside by Maurice Miller.

The cover of the book illustrates a section of Gemini II, aerial sculpture by Richard Lippold in the Jesse H. Jones Hall for the Performing Arts, Houston, Texas, Caudill Rowlett Scott, Architects.

January 1967 Houston, Texas

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